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AUTHOR	Ake, Dale; Miller, Juliet
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ABSTRACT

This module on staff development is intended to help guidance personnel in a variety of educational and agency settings to assess staff members' needs and competencies related to program development and provide appropriate learning activities for them. The module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. Patterned after the Performance Based Teacher Education Modules developed at the National Center for Research in Vocational Education, the modules teach competencies for planning, supporting, implementing, operating, and evaluating guidance programs. The module follows a standard format that includes the following components: (1) an introduction that gives the user an overview of the purposes and content of the module; (2) a section that provides information about the module goal and a list of the competencies covered in the module; (3) a reading containing information on each of the competencies; (4) learning experiences consisting of an individual activity, individual feedback, and a group activity; (5) evaluation techniques that can be used to measure what workshop participants need prior to training and what they have accomplished through training; and (6) an annotated list of resources. (KC)

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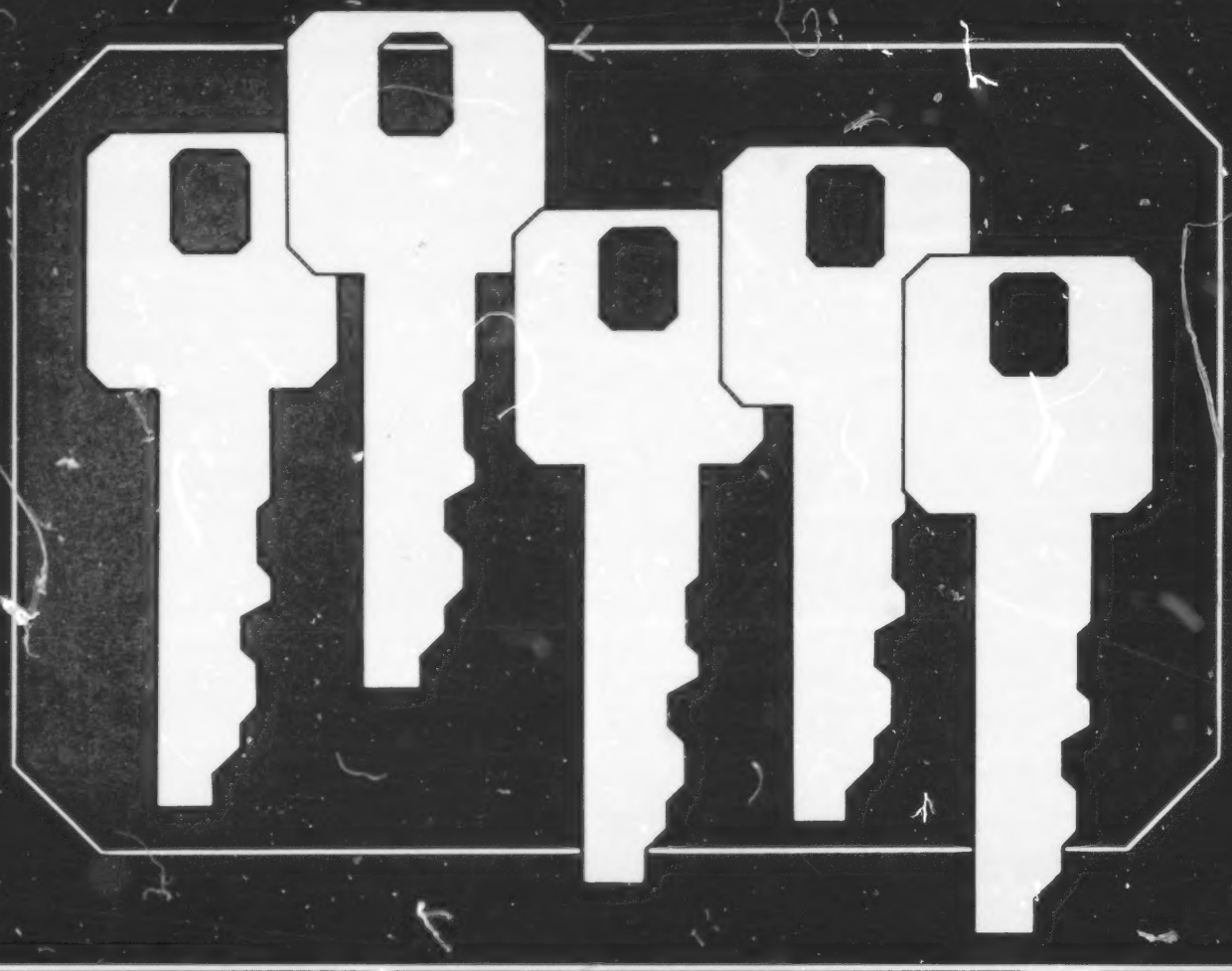
Conduct Staff Development Activities



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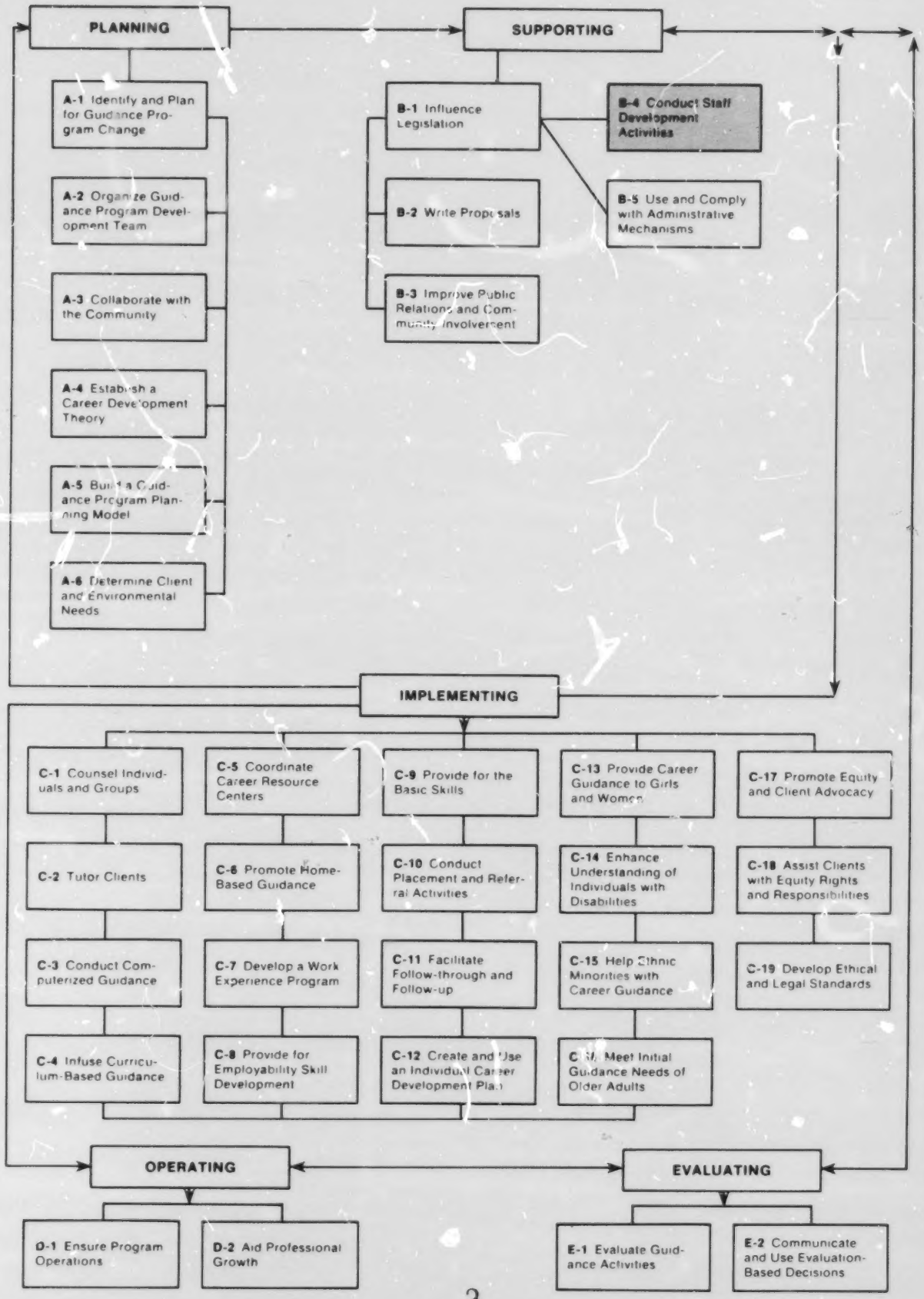
PLANNING
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A-2 Organize Guidance Program Development Team
A-3 Collaborate with the Community
A-4 Establish a Career Development Theory
A-5 Build a Guidance Program Planning Model
A-6 Determine Client and Environmental Needs
SUPPORTING
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B-2 Write Proposals
B-3 Improve Public Relations and Community Involvement
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B-5 Use and Comply with Administrative Mechanisms
IMPLEMENTING
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C-8 Provide for Employability Skill Development
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C-12 Create and Use an Individual Career Development Plan
C-13 Provide Career Guidance to Girls and Women
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C-17 Promote Equity and Client Advocacy
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D-1 Ensure Program Operations
D-2 Aid Professional Growth
EVALUATING
E-1 Evaluate Guidance Activities
E-2 Communicate and Use Evaluation-Based Decisions

Conduct Staff Development Activities

MODULE CG B-4

Module CG B-4 of Category B — Supporting
Competency-Based Career Guidance Modules

by Dale Ake
Florida State Department of Education
Tallahassee, FL

Juliet Miller
The National Center for Research in Vocational Education
Columbus, OH

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1985

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FOREWORD

This counseling and guidance program series is patterned after the Performance-Based Teacher Education modules designed and developed at the National Center for Research in Vocational Education under Federal Number NE-C00-3-77. Because this model has been successfully and enthusiastically recieved nationally and internationally, this series of modules follows the same basic format.

This module is one of a series of competency-based guidance program training packages focusing upon specific professional and paraprofessional competencies of guidance personnel. The competencies upon which these modules are based were identified and verified through a project study as being those of critical importance for the planning, supporting, implementing, operating, and evaluating of guidance programs. These modules are addressed to professional and paraprofessional guidance program staff in a wide variety of educational and community settings and agencies.

Each module provides learning experiences that integrate theory and application, each culminates with competency referenced evaluation suggestions. The materials are designed for use by individuals or groups of guidance personnel who are involved in training. Resource persons should be skilled in the guidance program competency being developed, and should be thoroughly oriented to the concepts and procedures used in the total training package.

The design of the materials provides considerable flexibility for planning and conducting competency-based preservice and inservice programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities, state departments of education, postsecondary institutions, intermediate educational service agencies, JTPA agencies, employment security agencies, and other community agencies that are responsible for the employment and professional development of guidance personnel.

The competency-based guidance program training packages are products of a research effort by the National Center's Career Development Program Area. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, and refinement of the materials.

National consultants provided substantial writing and review assistance in development of the initial module versions; over 1300 guidance personnel used the materials in early stages of their development and provided feedback to the National Center for revision and refinement. The materials have been or are being used by 57 pilot community implementation sites across the country.

Special recognition for major roles in the direction, development, coordination of development, testing, and revision of these materials and the coordination of pilot implementation sites is extended to the following project staff: Harry N. Drier, Consortium Director; Robert E. Campbell, Linda Phister, Directors; Robert Bhaerman, Research Specialist; Karen Kimmel Boyle, Fred Williams, Program Associates; and Janie B. Connell, Graduate Research Associate.

Appreciation also is extended to the subcontractors who assisted the National Center in this effort. Drs. Brian Jones and Linda Phillips-Jones of the American Institutes for Research developed the competency base for the total package, managed project evaluation, and developed the modules addressing special needs. Gratitude is expressed to Dr. Norman Gysbers of the University of Missouri-Columbia for his work on the module on individual career development plans. Both of these agencies provided coordination and monitoring assistance for the pilot implementation sites. Appreciation is extended to the American Vocational Association and the American Association for Counseling and Development for their leadership in directing extremely important subcontractors associated with the first phase of this effort.

The National Center is grateful to the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for sponsorship of three contracts related to this competency-based guidance program training package. In particular, we appreciate the leadership and support offered project staff by David H. Pritchard who served as the project officer for the contracts. We feel the investment of the OVAE in this training package is sound and will have lasting effects in the field of guidance in the years to come.

Robert E. Taylor
Executive Director
National Center for Research
in Vocational Education

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THE OHIO STATE UNIVERSITY
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

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ABOUT THIS MODULE

CONDUCT STAFF DEVELOPMENT ACTIVITIES

Goal

After completing this module, career guidance personnel will be better able to assess staff members' needs and competencies related to program development and provide appropriate learning activities for them.

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Competency 1. Determine the competencies needed by staff members to implement a comprehensive career guidance program 7

Competency 2. Determine the competencies that staff members have not yet acquired by administering needs assessment interviews and written instruments, reviewing organizational goals, plans and staff records, and making personal observations 10

Competency 3. Identify several alternative modes and sources of staff development, describe the advantages and disadvantages of using each, and select appropriate ones for staff 14

Competency 4. Develop a detailed plan for a staff development session that includes needs of participants, competencies to be addressed, date and time of session, general content, goals, objectives, learning activities, references, equipment and materials, and evaluation procedures 18

Competency 5. Describe the steps to be followed in assisting a staff member to design and implement an individualized professional development plan 24

Competency 6. Evaluate the program's staff development effort in terms of participants, progress, and impact of the effort upon the agency, and make appropriate modifications 25

LEARNING EXPERIENCES

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ABOUT USING THE CBCG MODULES

CBCG Module Organization

The training modules cover the knowledge, skills, and attitudes needed to plan, support, implement, operate, and evaluate a comprehensive career guidance program. They are designed to provide career guidance program implementers with a systematic means to improve their career guidance programs. They are competency-based and contain specific information that is intended to assist users to develop at least part of the critical competencies necessary for overall program improvement.

These modules provide information and learning activities that are useful for both school-based and nonschool-based career guidance programs.

The modules are divided into five categories.

The GUIDANCE PROGRAM PLANNING category assists guidance personnel in outlining in advance what is to be done.

The SUPPORTING category assists personnel in knowing how to provide resources or means that make it possible for planned program activities to occur.

The IMPLEMENTING category suggests how to conduct, accomplish, or carry out selected career guidance program activities.

The OPERATING category provides information on how to continue the program on a day-to-day basis once it has been initiated.

The EVALUATING category assists guidance personnel in judging the quality and impact of the program and either making appropriate modifications based on findings or making decisions to terminate it.

Module Format

A standard format is used in all of the program's competency-based modules. Each module contains (1) an introduction, (2) a module focus, (3) a reading, (4) learning experiences, (5) evaluation techniques, and (6) resources.

Introduction. The introduction gives you, the module user, an overview of the purpose and content of the module. It provides enough information for you to determine if the module addresses an area in which you need more competence.

About This Module. This section presents the following information:

Module Goal: A statement of what one can accomplish by completing the module.

Competencies: A listing of the competency statements that relate to the module's area of concern. These statements represent the competencies thought to be **most critical** in terms of difficulty for inexperienced implementers, and they are **not** an exhaustive list.

This section also serves as the table of contents for the reading and learning experiences.

Reading. Each module contains a section in which cognitive information on each one of the competencies is presented.

1. Use it as a textbook by starting at the first page and reading through until the end. You could then complete the learning experiences that relate to specific competencies. This approach is good if you would like to give an overview of some competencies and a more in-depth study of others.
2. Turn directly to the learning experiences(s) that relate to the needed competency (competencies). Within each learning experience a reading is listed. This approach allows for a more experiential approach prior to the reading activity.

Learning Experiences. The learning experiences are designed to help users in the achievement of specific learning objectives. One learning experience exists for each competency (or a cluster of like competencies), and each learning experience is designed to stand on its own. Each learning experience is preceded by an overview sheet which describes what is to be covered in the learning experience.

Within the body of the learning experience, the following components appear.

Individual Activity: This is an activity which a person can complete without any outside assistance. All of the information needed for its completion is contained in the module.

Individual Feedback: After each individual activity there is a feedback section. This is to provide users with immediate feedback or evaluation regarding their progress before continuing. The concept of feedback is also intended with the group activities, but it is built right into the activity and does not appear as a separate section.

Group Activity: This activity is designed to be facilitated by a trainer, within a group training session.

The group activity is formatted along the lines of a facilitator's outline. The outline details suggested activities and information for you to use. A blend of presentation and "hands-on" participant activities such as games and role playing is included. A Notes column appears on each page of the facilitator's outline. This space is provided so trainers can add their own comments and suggestions to the cues that are provided.

Following the outline is a list of materials that will be needed by workshop facilitator. This section can serve as a duplication master for mimeographed handouts or transparencies you may want to prepare.

Evaluation Techniques. This section of each module contains information and instruments that can be used to measure what workshop participants need prior to training and what they have accomplished as a result of training. Included in this section are a Pre- and Post-Participant Assessment Questionnaire and a Trainer's Assessment Questionnaire. The latter contains a set of performance indicators which are designed to determine the degree of success the participants had with the activity.

References. All major sources that were used to develop the module are listed in this section. Also, major materials resources that relate to the competencies presented in the module are described and characterized.

INTRODUCTION

How often have you read articles in a newspaper, professional newsletter, or popular magazine that question whether or not counselors, teachers, JTPA employees, administrators, and so forth have the skills to perform their jobs?

Are you one of those individuals who has not yet had the opportunity to acquire all your job skills prior to employment?

Do you have employees working under your supervision who need to improve their job skills?

If the answers are yes, then the next question is how can you and your staff learn new skills that will help them become more competent workers?

Inservice training is often used to help guidance personnel develop new competencies. Since you have a leadership role in the planning and development of a comprehensive career guidance program, you are probably interested in learning more about how to provide staff development training. This staff development module will help you gain the competencies important to planning, conducting, and evaluating staff training activities in your program.

Staff development activities should be based on the unique needs of your own staff and program. Through the use of this module, you will learn how to assess the competencies needed by your staff members, establish goals and objectives, develop a detailed plan, describe an individualized professional development plan, identify alternative modes and sources for use in inservice programs, and learn about procedures for evaluating inservice programs.

The following are definitions of major terms that will be used throughout this module.

Staff development--the acquiring of skills and knowledge needed to perform the competencies required on the job.

Inservice training--staff development received while working on the job.

Preservice training--education and skills received before employment.

Staff development activity--a means of attaining a desired staff development objective.

Competency--the skills and knowledge needed to perform specific work tasks.

Determining Needed Staff Competencies

Competency 1 — **Determine the competencies needed by staff members to implement a comprehensive career guidance program.**

Your first step will be to determine the competencies needed by you and your staff to plan and implement a comprehensive career guidance program. Remember that competencies are the skills and knowledge needed to perform specific work tasks within your program. The following process will help you develop a systematic list of the competencies that are important for staff within your own program.

Analyze the Competency Needs of Your Program

Look at your own program goals, participants, and staff to identify general areas of needed competencies. Some broad competency areas that you might consider are understandings and skills related to the needs of special participant groups; testing and appraisal techniques; the organization and use of occupational information resources; career planning and decision-making procedures; designing and conducting guidance activities at the individual, group and classroom level; program development, coordination and evaluation procedures; and public strategies.

Select Competencies That Others Have Developed

You will probably find that the essential competencies needed for your program will be the same as or very similar to other comprehensive career guidance programs. Therefore, it will be helpful to look at competencies which have been developed by others. Several national studies have been conducted which have identified the essential competencies needed for planning a comprehensive career guidance program. You may wish to select these. Other sources are the competency lists developed by the American Counselor Educators Association and the National Vocational Guidance Association. These are professionally verified competency lists. The references section of this module describes sources of staff competencies. Review these lists to identify competencies that seem most closely related to the competency needs that you have identified. Sample 1 is an example of a list of competencies.

Sample 1

Competency List

1. Can interpret aptitude, achievement, and interest scores to students, faculty and staff, and parents
2. Can design a comprehensive student testing program

3. Can write a curriculum unit which demonstrates the infusion of career development goals into a given discipline

4. Can identify and organize local manpower information

5. Can design a system which includes students in placement processes before exiting the school

6. Can use community personnel in advisory capacity

7. Can write assessable guidance program behavioral objectives

8. Can develop auditing and supervisory methods, staff and self-monitoring systems

9. Can act as a consultant with curriculum developers in the area of careers

10. Understands both psychological and sociological meanings that are attached to the concepts of work, play, and leisure

11. Can develop a simple way of classifying occupations for easy student and faculty use

12. Can organize effective work teams (counselors, students, parents, teachers, etc.)

13. Has consultation skills especially as they relate to referral agencies, faculty, peers, and parents

14. Can design student career development assessment instruments

15. Can design faculty/staff, parent, and community assessment instruments, assessing their perceptions of student needs

16. Can design system of assessing, analyzing, and accounting resources available for use in career guidance

17. Able to recognize differing elements of career development theories

18. Able to recognize some specific problems of vocational choice which face racial or ethnic minorities and women and assist them in developing choice alternatives and specifications, if possible, of an immediately applicable choice

19. Able to demonstrate understanding of work motivators and their relationship to job satisfaction

20. Understands the ways in which occupational status and prestige become important to individuals in a wide variety of occupational roles and work settings

21. Understands the process of professionalization as it affects a growing segment of the U.S. labor force

22. Able to conduct a community occupational survey

23. Able to demonstrate an understanding of change factors in the labor market

24. Able to demonstrate understanding of labor market terminology and unemployment

25. Has knowledge of Department of Labor occupational breakdown

26. Has knowledge of technological advances and their effect on internal and external labor markets

27. Has knowledge of wage determinants

28. Is aware of unions' effect on industry, including ways they have precipitated economic, social, and political change in our society

29. Has knowledge or awareness of the nature and purpose of the following programs relating to high school age youth:

    a. Skills Centers

30. Has knowledge or awareness of the nature and purpose of the following programs relating to high school age youth:

    a. Job Corps

31. Demonstrates a familiarity with local, state and federal policies and guidelines relevant to career guidance personnel

32. Demonstrates the ability to compile and communicate a listing of the objectives, qualifications, and procedures for gaining entry in apprenticeship training

33. Demonstrates the ability to secure current, pertinent information on financial assistance for educational and occupational preparation

34. Demonstrates the ability to develop an integrated system for community and school personnel willing to provide factual educational and occupational information

35. Demonstrates knowledge and implications of major historical events and conditions that precipitated current career guidance programs

36. Demonstrates the ability to perceive and explain trends and changes important to occupational and educational planning

37. Demonstrates the ability to describe, differentiate and apply concepts of vocational development theories in the implementation of a comprehensive, developmental career program

38. Demonstrates the ability to develop a system, including audiovisual materials, for communicating pertinent occupational and educational information to students, parents, school staff, and community

39. Demonstrates the ability to facilitate the development of problem solving and decision-making skills as they relate to occupational and educational planning, through both individual and group counseling practices

40. Demonstrates the ability to plan and organize career day and college day programs within and outside the school setting

41. Demonstrates the ability to organize a viable system of visitations to pertinent occupational and vocational situations

42. **Demonstrates the ability to assist the instructional staff in devising educational and educational development programs and appropriate materials for use in the classroom**

43. **Demonstrates the ability to implement program evaluation procedures to determine the effectiveness of the school's educational and occupational development program**

Add Additional Competencies Important to Your Local Needs

It is hoped that you can develop a comprehensive list of competencies which meet your local needs by using existing competency lists. If not, you can develop a few additional competencies to complete your list.

Identifying Competencies Not Yet Acquired

Competency 2

Determine the competencies that staff members have not yet acquired by administering need assessment interviews and written instruments, reviewing organizational goals, plans and staff records, and making personal observations.

You have identified those career guidance competencies required of you and your staff as you plan and conduct a comprehensive career guidance program. You have utilized resources such as national career guidance systems models, professional association validation studies, special surveys and literature searches, state certification or licensing requirements, and your own professional contributions and judgement, advisory groups, and outside consultants.

Now begins an important and critical step in staff development. You should identify the competencies that staff members have not yet acquired. This may be done by administering **needs assessment** interviews and written instruments; reviewing organizational goals, plans, and staff records; and making personal observations. Assessing needs for staff development creates **staff involvement** early in planning your career guidance program. It allows your staff members to see their suggestions become a part of the program. Even though competency assessemnt instruments exist, you will probably need to design your own since there are likely unique characteristics to your program. Your instrument will include those competencies you and your staff have determined to be necessary to plan and implement a total career guidance program.

Sample 2 is an example of an instrument that assesses both importance of specific competencies and the need for training related to each competency. This type of survey can be administered to your staff to identify high importance, high need areas for training.

When analyzing your competency assessment results, you will find that certain skill areas will emerge as a high priority because of the discrepancies between the skills needed to implement your comprehensive career guidance program and the skills available. You have several alternatives for removing the discrepancy between staff needs and program needs. You may bring in an expert to help develop the staff needs and program needs. You may bring in an expert to help develop the needed skills; you may improve facilities and materials available to your staff members, thereby improving their effectiveness; or you may

Sample 2

Guidance Personnel Competency Survey

The following statements describe possible guidance personnel competencies (skills needed for a career guidance program). Please respond **twice** for each statement. First, indicate (by circling 1, 2, 3, 4, or 5) how important the competency is for a career guidance program, and, second, indicate by circling 1, 2, 3, 4, or 5) how much inservice help you need to develop the competency.

Importance					Guidance Personnel Competency	Need for Inservice				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	1. Knowledge of sources of educational/vocational information	1	2	3	4	5
1	2	3	4	5	2. Ability to relate test scores to occupations and explain the rationale for the relationship.	1	2	3	4	5
1	2	3	4	5	3. Ability to use career materials, such as games and kits, in career guidance.	1	2	3	4	5
1	2	3	4	5	4. Ability to communicate about career guidance program to the administration.	1	2	3	4	5
1	2	3	4	5	5. Ability to integrate placement activities with available systems and career guidance.	1	2	3	4	5
1	2	3	4	5	6. Knowledge of current career opportunities as they relate to minority groups.	1	2	3	4	5
1	2	3	4	5	7. Ability to help teachers integrate career development into the curriculum.	1	2	3	4	5
1	2	3	4	5	8. Ability to coordinate career guidance programs with curriculum, instruction, and other student personnel services.	1	2	3	4	5

Importance					Guidance Personnel Competency	Need for Inservice				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	9. Ability to interpret results of program evaluation to staff, parents, students and community.	1	2	3	4	5
1	2	3	4	5	10. Knowledge of current career opportunities as they relate to women.	1	2	3	4	5
1	2	3	4	5	11. Ability to develop a system for working with parents regarding educational and occupational planning for children.	1	2	3	4	5
1	2	3	4	5	12. Ability to collect, synthesize, and disseminate information about careers.	1	2	3	4	5
1	2	3	4	5	13. Ability to accurately organize and maintain student data in files	1	2	3	4	5
1	2	3	4	5	14. Knowledge of the role of the decision-making process in career development.	1	2	3	4	5
1	2	3	4	5	15. Ability to relate appraisal data to the total school instructional program.	1	2	3	4	5
1	2	3	4	5	16. Knowledge of information concerning post-high school job placement and school selection.	1	2	3	4	5
1	2	3	4	5	17. Knowledge of effective public relations techniques.	1	2	3	4	5
1	2	3	4	5	18. Ability to plan and implement teacher inservice for career education programs.	1	2	3	4	5
1	2	3	4	5	19. Knowledge of the career needs of exceptional children.	1	2	3	4	5
1	2	3	4	5	20. Ability to select, organize, and classify materials for a career resource center.	1	2	3	4	5

Importance					Guidance Personnel Competency	Need for Inservice				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	21. Ability to design and conduct classroom career guidance activities.	1	2	3	4	5
1	2	3	4	5	22. Ability to write measurable objectives for the guidance program.	1	2	3	4	5
1	2	3	4	5	23. Ability to help teachers relate course work to student's future life planning.	1	2	3	4	5
1	2	3	4	5	24. Knowledge of instruments available for measuring of vocational development.	1	2	3	4	5
1	2	3	4	5	25. Abilty to design a system to evaluate career guidance objectives.	1	2	3	4	5

Career Competency Survey
California Pilot Career Guidance Center
San Diego County Department of Education
1974

even decide that continued job experience would be the most efficient means of upgrading staff members' identifying alternative modes and sources of staff development, weighing the advantages and disadvantages, and selecting the most appropriate ones for you and your staff's program.

Identifying Sources for Staff Development

Competency 3

Identify several alternative modes and sources of staff development, describe the advantages and disadvantages of using each, and select appropriate ones for staff.

There are many sources of help for staff development. You should consider the following sources:

- Current staff members
- Community members or agencies (JTPA, state employment services, mental health, local education institutions, and so forth)
- Colleges and universities (courses, staff members)
- Professionals
- Business and industry
- Professional organizations (conferences, position paper publications, workshops)
- Commercial firms and outside consultants
- County governmental agencies
- State governmental agencies

Check your **nearest** sources first. You may wish to use members of your staff who have the expertise and can strengthen their own skills while teaching them to others on the staff. Career guidance programs in other settings (schools, agencies) can provide you with practical information and training. Many sources such as your state and local governmental agencies, local school district, and universities may provide services free of charge since this is an activity often required of them in order to receive funding.

There are many **modes** and **sources** of staff development available. Sample 3 is taken from a California State Department of Education publication. You can use this to help decide whether or not an activity is to your advantage or disadvantage. Also, you may wish to use the format and provide additional modes and sources.

Sample 3

Delivery Methods

Method	Group Size	Cost	Facilities and Equipment	Major Features	Caution
Lectures	• Should be considered when group is over 20 people	• Depends on speaker (free to $1,000 per day) • Cost may be shared with other districts	• Adequate size room • Microphone • Visual aids • Comfortable seats	• Useful in introductions or overviews • Effective when providing factual information or explanations • A lecturer can cover in 5 minutes what it might take 30 minutes to cover in a group	• Boring if speaker not organized or not easily heard • Provisions need to be made for feedback and practice • Lectures impart knowledge more easily than they change attitudes
Reading Materials	• Individual	• Cost varies • May be bought or borrowed	• Access to journals, ERIC, conference reports, monographs, dissertations	• May provide an overview and/or specific information • Best suited for a self-motivated learner	• Materials may be difficult to obtain • Provisions need to be made for feedback and practice
Graphics (including charts, graphs, bulletin boards, flannel boards, posters, and cartoons)	• Can be adjusted to large group, small group, or individual needs	• Can be elaborate or done simply and locally for less	• Made from whatever materials available • Need display area	• Indicate basic relationship • Help staff recall key concepts • Arouse interest • Serve as productive room decorations	• Should be brightly colored to arouse interest • Should be large and simple enough to be understood by all
Auditory Aids (including cassettes, tape recorders, and record players)	• May be adjusted for large groups, or individual needs	• Commercially produced tapes and records more expensive than locally developed tapes • Cassette players, record players, and tape recorders may be rented	• Players for tapes or records • Tapes or records • Storage for tapes, records, and players	• May provide interest by bringing a slice of life into the classroom • May be stopped and played again	• Check for relevance, clarity of sound reproduction • Maintain machines to prevent mechanical failure • Make provisions for participants to react to presentation

Sample 3 (continued)

Method	Group Size	Cost	Facilities and Equipment	Major Features	Caution
Films, Slides, and Filmstrips	• Can be adjusted to large groups, or individual needs	• Commercially produced film averages $1,000 per running minute • You may rent films for less • You may share costs with other districts	• Production and storage facilities • Projector • Screen • Dark room • Adequate acoustics	• Useful as an introduction or overview • May overcome language and experience barriers • Provide views of action difficult to observe firsthand • May be stopped and played again • Often used to motivate, to dramatize, or to pose problem	• Check commercially made for relevance • Maintain machines to prevent mechanical failure • Make sure all participants can see and hear • Make provisions for participants to react to presentation
Demonstrations (including exhibit and field trips)	• Can handle large numbers of people often in groups	• Vary with travel • Lodging • Entrance fees • Consultant fees	• Room where all can hear • A camera or recorder to document demonstration	• Motivate staff • Expose staff to new methods and materials • Prepare staff to try out new skills	• Check demonstration content for relevance before attending and again before applying what you saw or heard to your particular situation
Programmed Learning (student works his/her way through a series of small steps within feedback)	• Individual	• Cost varies • Expensive to develop unless used by large numbers of people	• Books • Learning machines	• Suited to a self-motivated learner who has needs in a specific field that are not necessarily related to the needs of other staff members	• Check for relevance
Videotapes	• May be adjusted to large groups, or small group needs	• Expensive, but may be shared with other districts or rented	• Camera • Tapes • Playback equipment • Storage facilities	• Staff members' performance may be played back and analyzed • Tape may serve as a model for new staff members	• Staff must agree to being videotaped • Equipment must be maintained to guard against mechanical failure

Sample 3 (continued)

Method	Group Size	Cost	Facilities and Equipment	Major Features	Caution
Discussions (including buzz sessions, and brain-storming)	• 2-20 people in any one group	• Depends on leaders fees	• Quiet, comfortable location • Centralized conferences may have better facilities and equipment than local districts can afford	• Share, develop, and refine participants' attitudes and skills	• Can get off the subject and be time-consuming if not well directed • Topic should be investigated for relevance and again before generalizations are made that affect your program • Group members must learn to tolerate differences in opinion
Simulations (including laboratory experiences, role playing, case analyses, in-basket techniques)	• 8-25 per group • Less than 8 people may provide too little group input	• Depends on leader's fees, elaborateness of props	• May be spontaneous or structured with script and props	• Conceptualize what participants already know • Work on attitudes as well as skills • Participants should have some basic knowledge of the skills involved	• Need to create an open atmosphere in which participants are comfortable sharing their attitudes and skills
Direct Experience (including apprenticeships, job rotations, and supervised implementation)	• Individual	• Pay as you go and/or • You pay a university to supervise you	• A program similar in resources, students and objectives to the one in which you will serve	• Indepth learning • High degree of retention • May be for varying lengths of time	• Contract with employer or supervisors to receive varied, relevant training in specific areas • Make sure program in which staff member is training is using valid, up-to-date methods • Provide for frequent checks on participant's progress

From *A Planning Model for Developing a Career Guidance Curriculum* by Pupil Personnel Services California State Department of Education

Developing a Staff Development Plan

Competency 4

Develop a detailed plan for a staff development session that includes needs of participants, competencies to be addressed, date and time of session, general content, goals, objectives, learning activities, references, equipment and materials, and evaluation procedures.

Now that you have determined your staff development competencies, you are ready to begin designing your staff development program. The first step is to establish **goals** and **objectives** for the program. You may wish to review Module CG A-5, *Build a Program Planning Model*. The goals and objectives will provide you and your staff with a course of action to take in implementing the staff development program. Your program may be designed as a series of workshops or inservice activities. The goals should be stated in performance terms, and should describe what each participant will be able to do as a result of the inservice activities. The goals should be stated in performance terms, and should describe what each participant will be able to do as a result of the inservice activity. The skills and knowledge gained by the participants as a result of experiencing an inservice activity are called outcomes. The outcome of the first inservice session may affect the goals and participant outcomes of the next inservice session. You may wish to choose a series of goals and participant outcomes that could be implemented during the course of a year.

The staff development program should be designed so that the participants can **apply** their new skills and knowledge soon after the inservice activities. Conduct the inservice activities at times when participants will be fresh and alert, rather than after the workday or in the evenings. Staff development may be conducted during weekends, vacations or released time, and regular work hours. The level of staff members' skill deficiencies, plus budget limitations will help determine the total number of hours you wish to spend on staff development activities.

Budget limitations may detemine what **sources** you use and what degree of skill training you will be able to provide. For example, if adequate funds are not available, you may not be able to hire consultants, and instead will have to read their publications. In any case, always explore the nearest and most reasonable sources you have.

Once the staff development plans are made, participants should be informed of the associated **details**. In most cases you will have involved them in the planning and development of the program; therefore, you will want to be sure housekeeping details such as lodging, meals, and travel are thoroughly explained and understood. A checklist of what needs to be done, who is responsible, and when it is to be accomplished will help you in organizing and implementing your staff development program.

The following checklist includes planning and implementation considerations relevant to many staff development strategies. On this checklist, you will find tasks related to preparing participants, consultants and speakers, facilities, and materials and equipment, as well as considerations related to timing, environment, and closure.

Under all headings on the checklist, spaces have been left for you to add tasks relevant to the strategies you plan to use in your setting. Study the points on this list, add to them, and use this checklist when planning and implementing staff development strategies.

Sample 4

Staff Development Checklist

Prepare Participants

___ Explain what procedures will be followed (visits, tests, groupings, etc.)?

___ Explain what participants will be seeing or hearing (What is significant? What should they look for?).

___ Explain to participants all travel, meal, and lodging arrangements.

___ Obtain suggestions from participants that might make the strategy more successful.

___ Provide participants with incentives for participating in staff development activities. These can include:

- ___ stipends,
- ___ release time,
- ___ higher pay after training,
- ___ personal satisfaction of sharing new ideas with experts, and
- ___ more responsible position after training.

___

___

Prepare Consultants and Speakers

___ Explain the characteristics of staff members with whom she/he will be working. (What do staff members already know? What do they enjoy? With what do they need help?)

___ Negotiate a firm contract stating responsibilities and fees.

___ Provide for meals, lodging, and transportation of consultant or speaker.

___ Provide a schedule of all inservice plans.

___

___

Prepare Facilities

____ Have facilities cleaned.

____ Have extraneous materials put away.

____ Have moveable seats if you plan to divide the participants into groups.

____ Provide adequate lighting, heating, and ventilation.

____ Provide ashtrays.

____ Provide good writing surfaces.

____ Provide for snacks, donuts, coffee, and/or lunch.

____

____

Prepare Materials and Equipment

____ Order or develop materials (charts, filmstrips, etc.).

____ Order equipment for showing or displaying materials.

____ Preview materials to see that they are appropriate and in working order.

____ Practice using equipment.

____ Arrange materials in order of use, preferably out of the sight of the audience (if they are charts or posters) so as not to be distracting.

____ Make sure that there are enough handout materials for participants (chalk, books, pencils, paper).

____ Set up a public address system if needed.

____

____

Timing

____ Begin the sessions on time. Set closing times and stop then.

____ Provide breaks every 1 or 2 hours as needed.

____ Present as much important information as possible before lunch when participants are fresh.

___ Vary the pace (alternate lectures with media presentations and group discussions).

___ Allow adequate time for all presentations.

___

___

Environment

___ Accept criticism and disagreements.

___ Encourage all in attendance to participate.

___ Frequently summarize participants' progress toward staff development objectives. Set a relaxed, friendly tone, but make clear the seriousness of the purpose. Watch body language and facial expressions, and keep concerns and doubts out in the open where they can be resolved.

___ Encourage questions and discussion.

- ___ Ask questions of your own if participants are slow to start.
- ___ Repeat questions so all can hear.
- ___ Look up a response you are unsure of and report back to the group.

___

___

Closure

___ Summarize progress made.

___ Plan future activities.

___ Gather participants' reaction to the worth and intent of staff development sessions by--

- ___ taped feedback,
- ___ questionnaires,
- ___ interviews, or
- ___ discussion.

___ Determine whether participants have attained the staff development objectives by--

- ___ questionnaires,
- ___ demonstrations,
- ___ on the job performance,
- ___ tests, or
- ___ interviews.

___ Plan evaluation activities some time after the staff development sessions to see if participants are really using what they learned.

___ Feedback the results of the evaluations to participants.

___ Use evaluation results to plan future staff development programs.

___

___

During the staff development session you should create an environment that will encourage total participation. Questions are to be encouraged and you must be willing to accept criticism and disagreement. Use a variety of activities such as role playing, simulation, interviews, panel discussion, brainstorming, and field trips into the community. Involve you and your staff as active participants rather than passive listeners. At the end of each activity, you should summarize the progress made, plan future activities, and obtain evaluators' reactions to the work and intent of the staff development session. Sample 5 is a plan for a staff development activity.

Sample 5

Sample Staff Development Activity Plan

Goals

Participants will become acquainted with and informed about the career development concept and its relationship to the total educational system (K-12).

Participants will become aware of their role in the planning and implementing of the career development concept within the total curriculum.

Objectives

1. **Participants will acquire a working knowledge of career development and the career guidance program structure being implemented in the system during the current school year.**
2. **Participants will identify the major ideas of their teaching units so that they can begin to see their career implications.**
3. **Participants will examine a wide variety of teaching techniques that lend themselves to guidance implementation.**

4. Participants will develop and plan a variety of strategies and activities for implementing a given objective and discuss an evaluation method for these activities.

5. Participants will examine and evaluate commercially prepared career education materials to ascertain where they would be used in their teaching.

Procedures

A representative team of teachers from each elementary school will meet in either a 4-1/2-day workshop or 3-1/2-day workshop depending upon whether they have already attended an introductory career guidance workshop.

At the middle school workshops, a nucleus made up of either a team, unit, or learning community from each middle school will meet in either a 4-1/2-day workshop of 3-1/2-day workshop depending upon whether they have already attended an introductory career guidance workshop.

Activities will include: a large group presentation on the career education concept; large and small group discussion of goals and objectives of the career guidance program which were developed from the "we agree" statements by elementary teachers and the need assessment reaction sheets by middle school teachers; small group discussion of teaching units and techniques; small group and individual development of activities and strategies for a given objective; and large and small group examination of commerically prepared career guidance materials.

Evaluation

Participants will answer a pre- and postquestionnaire.

Upon completion of the basic program model and activities, participants will answer a workshop evaluation survey.

Participants will evaluate specific activities tried in the classroom by completing activity evaluation/checklist sheets.

Evaluation Form 1

1. What difference did you see in the infused curriculum and the traditional one? Check one.
   a. None ___ b. Very little ___ c. A lot ___
2. Have you been teaching career education all along?
   a. Yes ___ b. Undecided ___ c. No ___
3. Was this experience helpful to you?
   a. Yes ___ b. Undecided ___ c. No ___
4. Would more of these be beneficial to you?
   a. Yes ___ b. Undecided ___ c. No ___

5. Which do you think is better, the traditional type of curriculum or the infused career development type?

   a. The former ___ b. Latter ___ c. Undecided ___

Evaluation Form 2

1. What presented most problems on your program?

   a. Materials ___ b. Methods ___ c. Not sure ___

2. Which methods proved most effective?

3. Which materials proved most beneficial?

4. Which materials and methods do you recommend over all others?

5. Were any materials or methods better for specific groups?

   a. Yes ___ b. No ___ c. Don't know ___

Designing an Individualized Staff Development Plan

Competency 5

Describe the steps to be followed in assisting a staff member to design and implement an individualized professional development plan.

It may not be necessary or practical to design comprehensive staff development activities for competencies which are needed by only a few staff. In these competency areas, you can develop **individualized** professional development plans.

The steps you would follow in assisting a staff member to design and implement an individualized professional development plan are basically the same steps taken in designing your total staff development program. Complete these steps collaboratively with the staff person.

- Determine the **competencies** that are essential in the work of the staff person.
- Identify the **skills** and knowledge that the staff person needs to strengthen.
- Establish a **date and time** for attaining the skills and knowledge.
- Identify **resources** to help the staff member develop these skills.
- Establish attainable **goals** based on a skills need assessment and available sources.
- Develop specific, individualized **objectives** and measureable outcomes. (Use Module CG A-5, *Build a Guidance Program Planning Model.*)
- Identify specific **learning activities** and procedures that will enable the staff member to attain desired skills and knowledge.

- Provide **references** and resources for the staff member to use that would enhance individualized staff development activities.
- Provide any **equipment** and materials that are essential for completing the activity.
- Conduct a **follow-up** to determine whether the staff member has obtained the desired objectives and seek suggestions for the improvement of future individualized staff development activities.

Evaluating Staff Development Programs

Competency 6

Evaluate the program's staff development effort in terms of participants, progress, and impact of the effort upon the agency, and make appropriate modifications.

There are several ways in which you may evaluate the effectiveness of your staff development program. Consider first the **timing** of the assessment. Your needs assessment has already indicated the area of concern for staff development. To measure the degree of skill and knowledge deficiencies you may wish to develop a pretest specifically to the participant outcomes of the staff development program. You may use questionnaires, knowledge or achievement tests, observations, and demonstrations to measure the degree of skill deficiency. Questionnaires will allow the participant to express opinions and attitudes about the personal value of the inservice activities. Cognitive or achievement tests will measure whether or not they gained the necessary knowledge to perform the competencies identified for the staff development activity. Observations can illuminate the missing required sequence and combination of skill and knowledge.

A second form of evaluation would be one of **process**. This would take place during the inservice training activities. Your purpose would be to ensure that the activities are being conducted according to your staff development plan. This **ongoing** evaluation will also help determine the most effective activities and most important can serve as a red flag indicator of when something is going wrong in the inservice activity.

A third form of evaluation would be conducted at the **end** of the staff development program. You would utilize any of the before mentioned means of evaluating to see if your staff participants met the required outcomes stated in the objectives of the inservice activity.

A **final** form of evaluation would be a **follow-up** activity to be conducted a few weeks to several months after the staff development activity. This would ensure that the participant retained the required outcomes, communicate the importance of the activity, and bring to your attention weaknesses noted after the staff development program's aura has worn off.

When selecting your procedures and instruments keep in mind that the instruments should be as short as possible and should address specific program objectives. Your instruments should be easy to understand and administer. Collect the least amount of information necessary for evaluating the achievement of stated objectives. Good ethical practices should be employed in the use of all information gathered on the participants. Your results should be tabulated, analyzed, and reported to the participants as soon as possible after the staff development program.

Module CG E-1, *Evaluate Guidance Activities* contains suggestions on conducting evaluation which would apply to the staff development component. Sample 6 is an example of a short survey to assess a workshop session with specific goals.

Sample 6

Survey of Workshop Session's Effectiveness

Please circle the number that best describes your opinion for each item.

1 - Excellent
2 - Good
3 - Neutral
4 - Poor
5 - Bad

The specified objectives for the workshop were:	1 2 3 4 5
The atmosphere in the workshop was:	1 2 3 4 5
The morale of the workshop participants was:	1 2 3 4 5
The overall design of the workshop was:	1 2 3 4 5
The concern and awareness that the staff showed toward the participants was:	1 2 3 4 5
The way in which the participants could influence the direction of the workshop was:	1 2 3 4 5
The use of material and human resources during the workshop was:	1 2 3 4 5
The handling of conflicts during the workshop was:	1 2 3 4 5
The learning activities used during the workshop were:	1 2 3 4 5
My overall rating of the workshop is:	1 2 3 4 5

What activity did you enjoy most?

What activity did you enjoy least?

What changes would you make in the workshop content or organization?

To what extent did the workshop meet your needs?

What didn't you learn that you felt you needed?

How will things you learned in the workshop help you to be more effective?

In summary, your staff development program should provide maximum professional growth for the participants. It should be related directly to the needs of the program and to the needs and interests of your staff. Participation should be encouraged and even given special recognition or reinforcement whenever possible. Sound evaluation and follow-up will give the visibility needed for the continuation of a career guidance staff development program.

Learning Experience 1

Determining Needed Staff Development Competencies

OVERVIEW

COMPETENCY	Determine the competencies needed by staff members to implement a comprehensive career guidance program.
READING	Read Competency 1 on page 7.
INDIVIDUAL LEARNING OBJECTIVE	Identify five competencies that are important for you in your current job position and state one reason why you selected each.
INDIVIDUAL ACTIVITY	Select five competencies that are important for you in your current job.
INDIVIDUAL FEEDBACK	Check to be sure you have selected five important competencies for your job role and have stated a reason for selecting each.
GROUP LEARNING OBJECTIVE	Develop a list of career competencies needed by your staff in implementing a comprehensive career program.
GROUP ACTIVITY	Select a list of career guidance competencies needed for your staff in implementing a comprehensive career guidance program.

INDIVIDUAL ACTIVITY

Select five competencies that are important for you in your current job.

In this activity, you will learn how to select competencies that are important for your career guidance program.

Review the reading for Competency 1 on page 7. As you read, note that--

1. a first step in planning staff development activities is identifying the competencies that are important for your program;

2. when listing important competencies consider (a) the goals of your program, (b) special needs and characteristics of your program participants, and (c) the job roles of your staff;

3. a good first step to take when developing a list of competencies is to look at competency lists developed by others including national projects, professional associations, and local and state governmental agencies; and

4. after you have selected competencies from existing competency lists, review your list, and add additional competencies that you feel are important to you.

Now complete the worksheet titled Important Competencies. Follow these steps:

1. Read each of the competencies on the Competency List on pages 7-10. As you read, put a check beside each competency which you feel is important for your career guidance program.

2. Review each of the competencies which you have checked. Select the five competencies which you feel are particularly important to your program.

3. Record the five competencies you have selected on the worksheet Important Competencies and give one reason why you selected each of the competencies.

Worksheet

Important Competencies

Competency and Its Number	Reason Why Competency Is Important
1	
2	
3	
4	
5	

INDIVIDUAL FEEDBACK

Check to be sure you have selected five important competencies for your job role and have stated a reason for selecting each.

Review your worksheet Important Competencies to be sure that you have--

1. listed the numbers for the five important competencies that you have selected from the Competency List, and
2. stated one reason why you think each of the five competencies is important for your program.

GROUP ACTIVITY

Select a list of career guidance competencies needed by your staff in implementing a comprehensive career guidance program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Tell participants that they will be working together in small groups to share the competencies they selected in the Individual Activity.	
2. Divide participants into groups of approximately six people each.	It is preferable to have members of each group represent the same career guidance program. Tell participants to note their groups as they will remain in the same groups for other group activities.
3. Have participants complete the Individual Activity.	
B. Sharing Information	
1. Tell participants to share the five competencies which they selected as being important.	

Facilitator's Outline	Notes
2. Ask the recorder for each group to record all of the competencies selected by each of the group members on the Team Competency List on page 33. Have the recorder put a check each time the competency is mentioned by a group member. C. Develop a Team List 1. Have the team review the list after the individuals have listed their competencies to see if it is complete. 2. Tell the groups to add new competencies if they wish. D. Feedback 1. Review the importance of developing a master list of competencies as a first step in planning a staff development program. 2. Encourage the team to review their list and add to it in the future as needed.	

NOTES

Handout

Group Number ____

Team Competency List

List the numbers of the competencies that your group has selected from the Competency List.

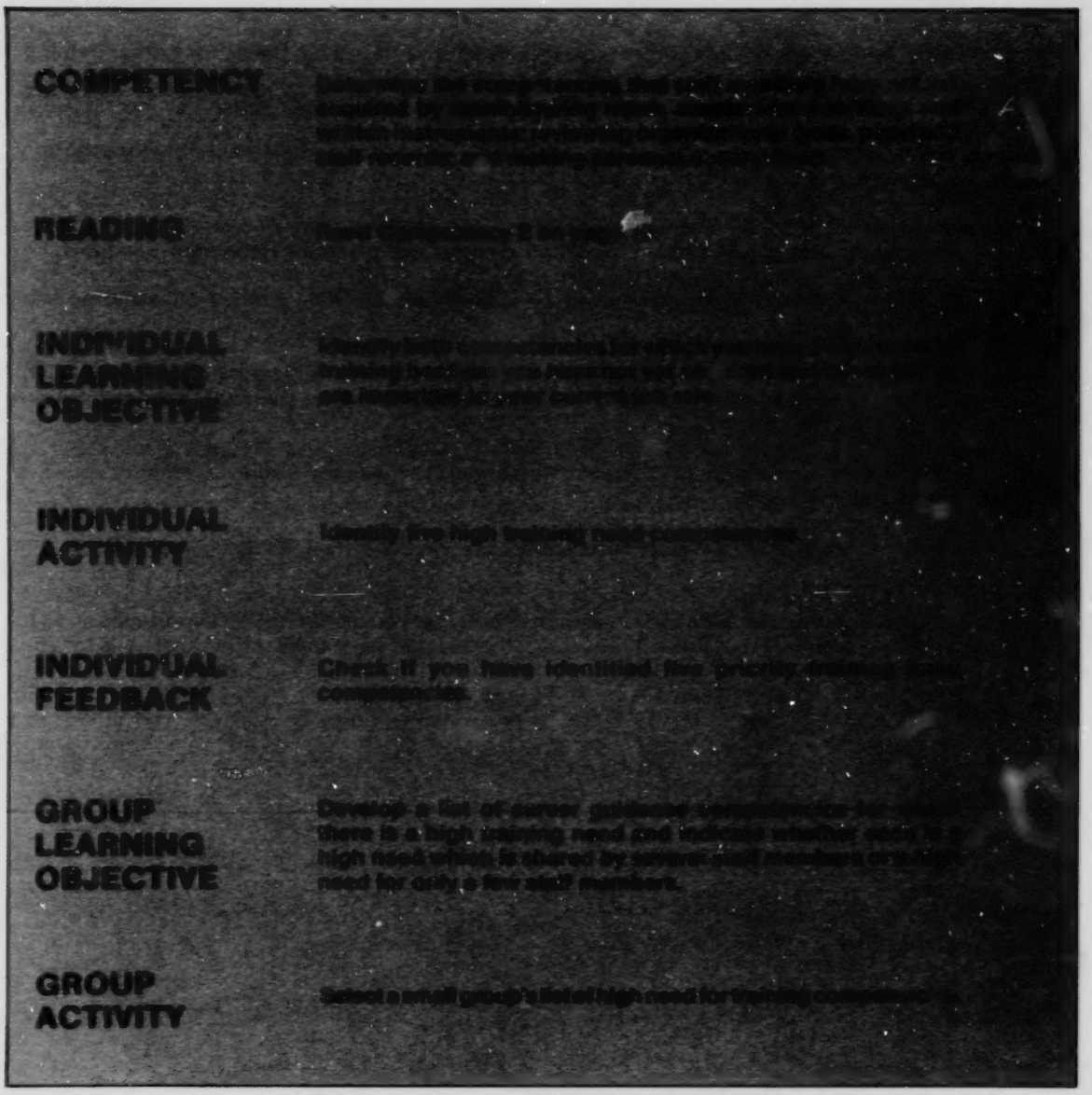
List any new competencies that your group has identified as important for your program.

NOTES

Learning Experience 2

Identifying Competencies Not Yet Acquired

OVERVIEW



INDIVIDUAL ACTIVITY

Identify five high need training competencies.

In this activity, you will identify five competencies for which you have a high need for further training.

Review the reading for Competency 2 on page 10. As you read, note the following:

1. Once you have identified the competencies that are important for implementing your program, you need to assess your staff's current level of competence on these competencies.

2. You can assess this by administering needs assessment interviews and written instruments; reviewing organizational goals, plans, and staff records; and making personal observations.

3. The Guidance Personnel Competency Survey is an example of one method of assessing staff needs for training.

4. The results of your staff needs assessment can indicate (a) areas where training is not needed, (b) areas where training is needed by a group of staff, and (c) areas where training is needed by only a few staff.

Now you will complete the worksheet Guidance Personnel Competency Survey to identify your five highest inservice training needs.

1. Rate both the importance of each competency for you and your need for inservice on the competency.

2. When you have completed the survey, review the items that you rated 4 or 5 on **importance** and 4 or 5 on **need for inservice**. From these items, select the five that seem to be the highest need for you.

Worksheet

Guidance Personnel Competency Survey

The following statements describe possible guidance personnel competencies (skills needed for a career guidance program). Please respond **twice** for each statement. First, indicate (by circling 1, 2, 3, 4, or 5) how important the competency is for a career guidance program, and, second, indicate by circling 1, 2, 3, 4, or 5) how much inservice help you need to develop the competency.

Importance					Guidance Personnel Competency	Need for Inservice				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	1. Knowledge of sources of educational/vocational information	1	2	3	4	5
1	2	3	4	5	2. Ability to relate test scores to occupations and explain the rationale for the relationship.	1	2	3	4	5
1	2	3	4	5	3. Ability to use career materials, such as games and kits, in career guidance.	1	2	3	4	5
1	2	3	4	5	4. Ability to communicate about career guidance program to the administration.	1	2	3	4	5
1	2	3	4	5	5. Ability to integrate placement activities with available systems and career guidance.	1	2	3	4	5
1	2	3	4	5	6. Knowledge of current career opportunities as they relate to minority groups.	1	2	3	4	5
1	2	3	4	5	7. Ability to help teachers integrate career development into the curriculum.	1	2	3	4	5
1	2	3	4	5	8. Ability to coordinate career guidance programs with curriculum, instruction, and other student personnel services.	1	2	3	4	5

Importance					Guidance Personnel Competency	Need for Inservice				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	9. Ability to interpret results of program evaluation to staff, parents, students and community.	1	2	3	4	5
1	2	3	4	5	10. Knowledge of current career opportunities as they relate to women.	1	2	3	4	5
1	2	3	4	5	11. Ability to develop a system for working with parents regarding educational and occupational planning for their children.	1	2	3	4	5
1	2	3	4	5	12. Ability to collect, synthesize, and disseminate information about careers.	1	2	3	4	5
1	2	3	4	5	13. Ability to accurately organize and maintain student data in files.	1	2	3	4	5
1	2	3	4	5	14. Knowledge of the role of the decision-making process in career development.	1	2	3	4	5
1	2	3	4	5	15. Ability to relate appraisal data to the total school instructional program.	1	2	3	4	5
1	2	3	4	5	16. Knowledge of information concerning post-high school job placement and school selection.	1	2	3	4	5
1	2	3	4	5	17. Knowledge of effective public relations techniques.	1	2	3	4	5
1	2	3	4	5	18. Ability to plan and implement teacher inservice for career education programs.	1	2	3	4	5
1	2	3	4	5	19. Knowledge of the career needs of exceptional children.	1	2	3	4	5
1	2	3	4	5	20. Ability to select, organize, and classify materials for a career resource center.	1	2	3	4	5

Importance					Guidance Personnel Competency	Need for Inservice				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	21. Ability to design and conduct classroom career guidance activities.	1	2	3	4	5
1	2	3	4	5	22. Ability to write measurable objectives for the guidance program.	1	2	3	4	5
1	2	3	4	5	23. Ability to help teachers relate course work to student's future life planning.	1	2	3	4	5
1	2	3	4	5	24. Knowledge of instruments available for measuring of vocational development.	1	2	3	4	5
1	2	3	4	5	25. Abilty to design a system to evaluate career guidance objectives.	1	2	3	4	5

Career Competency Survey
California Pilot Career Guidance Center
San Diego County Department of Education
1974

INDIVIDUAL FEEDBACK

Check if you have identified your five priority needs for training

Review your Guidance Personnel Competency Survey to be sure that--

1. you have rated each item in terms of importance and of need for training, and
2. you have selected five competencies that you rated high both in terms of importance and need for training.

GROUP ACTIVITY

Select a small group's list of high need for training competencies.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Indicate that the participants will work in the same groups which they were in for Learning Experience 1. 2. Have participants complete the Individual Activity. B. Sharing Information 1. Tell participants that they will share and tabulate the results of their individual Guidance Personnel Competency Survey. 2. Have the groups report on one item at a time. While they report on each item, the recorder tallies the participants' ratings for both importance and need for training on the handout. Summary of Team Training Needs on page 43.	

Facilitator's Outline	Notes
3 When participants have reported their rating for each competency, the recorder should total the numbers of 4 or 5 rating for each competency on both importance and need for training. C. Summarize Need for Training 1 Have the group look at the results and cluster the competencies into three groups: (a) very low scores--little need for training, (b) middle range scores--individual training need, and (c) high score--group training need. 2 Have groups report on their high score training needs. 3 Reinforce the idea that the results of needs assessment can indicate (a) areas where training is not needed, (b) areas where training is needed by a group of staff, and (c) areas where training is needed by only a few staff members.	

NOTES

Handout

Group Number ____

Summary of Team Training Needs

Competency Number	Importance						Inservice Need					
	None	Little	Some	Much	Great	Total	None	Little	Some	Much	Great	Total
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												

NOTES

Learning Experience 3

Identifying Sources for Staff Development

OVERVIEW

COMPETENCY	Identify several alternative modes and sources of staff development, describe the advantages and disadvantages of using each, and select appropriate ones for staff.
READING	Read Competency 3 on page 14.
INDIVIDUAL LEARNING OBJECTIVE	List one staff development source that is actually available to your program for each of the nine staff development source categories.
INDIVIDUAL ACTIVITY	List sources that are actually available to your program.
INDIVIDUAL FEEDBACK	Check to see that you have listed at least one staff development resource for each of the nine staff development source categories.
GROUP LEARNING OBJECTIVE	Identify staff development sources that are available for use in your program.
GROUP ACTIVITY	Work in a small group to develop a master listing of staff development resources that are actually available to your program.

INDIVIDUAL ACTIVITY

In this activity, you will identify sources of staff development. Review the reading for Competency 3 on page 14. As you read note the following:

1. There are many different types of sources of staff training help available including current staff members, community members or agencies, colleges and universities, professionals, business and industry, professional organizations, commercial firms and outside consultants, local and county governmental agencies, and state governmental agencies.

2. When selecting staff training sources, it is a good strategy to start with the resources close to home that are easily available to you.

3. It is important to consider the advantages and disadvantages of the different types of staff resources before selecting one for a specific staff development program.

Now complete the worksheet Staff Development Sources by listing one source that is actually available to your program under each of the categories.

Worksheet

Staff Development Sources

1 Current staff members

2 Community members or agencies (JTPA, state employment services, mental health, local education institutions, etc.)

3 Colleges and universities (courses, staff members)

4 Professionals

5 Business and industry

6 Professional organizations (conferences, position paper publications, workshops)

7 Commercial firms and outside consultants

8 Local and county governmental agencies

9 State governmental agencies

INDIVIDUAL FEEDBACK

Check to see that you have listed at least one staff development resource for each of the nine staff development sources categories.

Review your worksheet Staff Development Sources to be sure that--

1. you have listed one example for each type of source, and
2. the sources you have listed are actually available to your program.

GROUP ACTIVITY

Work in small groups to develop a master listing of staff development sources that are actually available to your program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Have participants work in the same groups that they were in for the previous learning activities.	
2. Have participants complete the Individual Activity.	
B. Sharing Information	
1. Tell participants that they will be sharing their staff development sources and developing a master list for use in planning staff development for their program.	
2. Have the group start with the first category, current staff members, and share staff resource ideas.	The recorder lists these ideas.
3. Have the group discuss the advantages and disadvantages of each resource.	

Facilitator's Outline	Notes
4 Have the group continue this process for each of the other staff development sources	The recorder continues to list activities for each area
C Summarizing Staff Development Resources	
1 Review the idea that there are many types of staff development sources	
2 Indicate to the groups that they have now developed an initial list of staff development sources that they will want to expand in the future	
3 Emphasize the idea that it is important to evaluate the advantages and disadvantages of each staff development source for the participant's program needs	
D Preparing for Learning Experience 4	
1 Tell the group that they need to identify one high-need competency for use in the next activity	
2 Have each group examine the handout Summary of Team Training Needs which they completed in Learning Experience 2 They should select one competency that the group needs	

NOTES

Learning Experience 4

Developing a Staff Development Plan

OVERVIEW

COMPETENCY	Develop a detailed plan for a staff development session that includes needs of participants, competencies to be addressed, date and time of session, general content, goals, objectives, learning activities, references, equipment and materials, and evaluation procedures.
READING	Read Competency 4 on page 18.
INDIVIDUAL LEARNING OBJECTIVE	Develop a detailed plan for a competency including a goal, objectives, procedures, and evaluation.
INDIVIDUAL ACTIVITY	Develop a plan for a competency.
INDIVIDUAL FEEDBACK	Check to see if you have a clearly stated plan that includes a goal, objectives, procedures, and evaluation.
GROUP LEARNING OBJECTIVE	Develop a group plan for staff development related to the competency that your group has selected.
GROUP ACTIVITY	Work in a small group to develop a group plan for a staff development program.

INDIVIDUAL ACTIVITY

Develop a plan for a competency.

In this activity, you will be developing a plan for a staff development activity to help staff improve their skills related to one career guidance staff competency.

Review the reading for Competency 4 on page 18. As you read, note that a staff development plan should be specific and realistic in terms of your program setting and resources.

Review the Staff Development Checklist to gain a clearer understanding of some principles that guide your planning of staff development activities.

Review the Sample Staff Development Activity Plan. Note that a staff development plan should include--

1. a goal statement that reflects the staff development competency on which the training will focus;
2. several objectives that state the specific skills and knowledge which the staff will achieve as a result of the training;
3. a complete description of the procedures that will be used during the training, including what will be done and who will be responsible for doing it; and
4. a description of the procedures that will be used to evaluate the staff development activity.

Now complete the worksheet Staff Development Plan. Follow these steps:

1. List the competency selected in Learning Experience 3 or another one of high need.
2. Restate the competency to make a goal statement and list the statement on the form.
3. Develop two to four specific objectives related to the goal statement and list them on the worksheet.
4. Describe the procedures that you think could be used during the staff development activity. (You might want to review Learning Experience 3 when developing these activities.)
5. Develop some procedures that you think might be used to evaluate the staff development activity and list these on the form. (Do not design the actual evaluation instruments at this point. You will be doing that during Learning Experience 6.)

Worksheet

Staff Development Plan

Competency _____

Goal

Objectives

Procedures

Evaluation

INDIVIDUAL FEEDBACK

Check to see if you have a clearly stated plan that includes a goal, objectives, procedures, and evaluation.

Review your worksheet Staff Development Plan to be sure that you have--

1. stated your goal clearly.
2. listed two to four objectives which describe specific skills and/or knowledge which the staff will gain.
3. described the learning activities including what will be done and who will do it, and
4. suggested procedures that can be used to evaluate the staff development activity.

GROUP ACTIVITY

Work in a small group to develop a group plan for a staff development program.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point 1. Tell participants that they will be working together in small groups to share the staff development plans that they develop in the Individual Activity. 2. Have participants complete the Individual Activity. B. Sharing Information 1. Have participants share their program development plans. 2. Have the group discuss the plans in terms of appropriateness for their staff, costs and resources required, and anticipated success of each plan.	

Facilitator's Outline	Notes
3. Ask each group to select one plan that seems promising for further development. C. Developing a Group Plan 1. Be sure that each group has selected one individual plan for further development. 2. Tell the groups to review the plan and try to make it more specific and practical wherever possible. 3. Tell each group to select a recorder to record the revised plan on hand-out, Group Staff Development Activity Plan on page 57. D. Feedback 1. Review the elements of a staff development activity plan: (a) goal, (b) objectives, (c) procedures, and (d) evaluation. 2. Review the group plan for each group and give suggestions about how to make it more specific and complete.	

NOTES

Handout

Group Staff Development Activity Plan

Competency _____

Goal

Objectives

Procedures

Evaluation

NOTES

Learning Experience 5

Designing an Individualized Staff Development Plan

OVERVIEW

COMPETENCY	Describe the steps to be followed in assisting a staff member to design and implement an individualized professional development plan.
READING	Read Competency 5 on page 24.
INDIVIDUAL LEARNING OBJECTIVE	Select a competency and develop an individualized staff development plan to help in developing skills related to that competency.
INDIVIDUAL ACTIVITY	Develop a plan for increasing skills related to a selected competency.
INDIVIDUAL FEEDBACK	Check to see if you have followed the important steps in developing your Individual Staff Development Plan.
GROUP LEARNING OBJECTIVE	Revise your Individual Staff Development Plan based on input you receive from another participant.
GROUP ACTIVITY	Work with another participant to critique each other's Individual Staff Development Plan and revise your own plan based on the critique.

INDIVIDUAL ACTIVITY

Develop a plan for increasing skills related to a selected competency.

In this activity, you will select a competency and develop an individual staff development plan to help you improve your skills related to that competency.

Review the reading for Competency 5 on page 24. As you read, note the following:

1. Staff development may be conducted on a group or individual basis.

2. The steps in developing an individual staff develop plan include--

   a. determining needed competencies.
   b. assessing current skill level on needed competencies.
   c. establishing a date for improving skills and knowledge.
   d. identifying resources that can be used.
   e. establishing individual staff development goals.
   f. developing individual objectives.
   g. identifying specific learning activities.
   h. providing references and resources.
   i. providing equipment and materials.
   j. designing and using evaluation, and
   k. conducting follow-up.

Now complete the worksheet Individual Staff Development Plan. Review your individual ratings on the Guidance Personnel Competencies Survey from Learning Experience 2. Select one of your five highest rated competencies for this activity and write it on the worksheet.

Worksheet

Individual Staff Development Plan

Competency

Individual Staff Development Goal

Individual Staff Development Objectives

Date When Objectives Will Be Met

Individual Learning Activities

References and Resources Needed

Equipment and Materials Needed

Evaluation Plan

INDIVIDUAL FEEDBACK

Check to see if you have followed the important steps in developing your Individual Staff Development Plan.

Review your worksheet Individual Staff Development Plan, to be sure that--

1. you feel confident that the competency you have selected is both important and is one in which you need to improve your skills, and
2. you have designed each of the steps in your Individual Staff Development Plan as thoroughly as possible.

GROUP ACTIVITY

Work with another participant to critique each other's Individual Staff Development Plan and revise your own plan based on the critique.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Tell the participants that for this activity they will work in pairs.	If necessary, some participants can work in groups of three.
2. Have them select a partner for the activity.	
3. Have participants complete the Individual Activity.	
B. Sharing Information	
1. Have one of the participants share his or her staff development plan with his or her partner.	
2. Have the partner critique the plan and give suggestions about how the plan might be improved.	
3. Have the partners reverse roles.	

Facilitator's Outline	Notes
C. Revising Individual Staff Development Plans 1. Have the participants revise their Individual Staff Development Plans based on the feedback they have received from their partners. 2. Have partners exchange their revised plans for review. D. Feedback 1. Review the participants revised plans. 2. Indicate that Individual Staff Development Plans are a major way of providing training in competencies which are a high need for only a few members.	

Learning Experience 6

Evaluating Staff Development Programs

OVERVIEW

COMPETENCY	Evaluate the program's staff development effort in terms of participants' progress and the impact of the effort upon the agency, and make appropriate modifications.
READING	Read Competency 6 on page 25.
INDIVIDUAL LEARNING OBJECTIVE	Develop an evaluation activity to measure the extent to which you have achieved your individual staff development objectives that you developed during the last learning experience.
INDIVIDUAL ACTIVITY	Develop an evaluation plan for your individual staff development activity.
INDIVIDUAL FEEDBACK	Check to see if you have followed basic evaluation principles in developing your Individual Staff Development Evaluation Plan.
GROUP LEARNING OBJECTIVE	Revise your Individual Staff Development Evaluation Plan based on input you receive from another participant.
GROUP ACTIVITY	Work with another participant to critique each other's Individual Staff Development Evaluation Plan and revise your own plan based on the critique.

INDIVIDUAL ACTIVITY

Develop an evaluation plan for your individual staff development activity.

In this activity you will develop an evaluation plan for your individual staff development plan developed in Learning Experience 5.

Review the reading for Competency 6 on page 25. As you read, note the following:

1. There are four basic types of evaluation.
   a. **Pretest** is an objective procedure for measuring the need for training related to a competency.
   b. **Process evaluation** measures how effective a training activity was and provides suggestions for revision of the training activity.
   c. **Outcome evaluation** measures the extent to which the staff development objectives were achieved.
   d. **Follow-up** measures the extent to which the outcomes of training were achieved and provides further information about how to revise the staff development activity.
2. An adequate staff development evaluation plan provides procedures for conducting all four types of evaluation.

Now complete the worksheet Individual Staff Development Evaluation Plan. Follow these steps:

1. Develop a plan for process evaluation which includes information about how effective your staff development activities, resources, and materials were in helping you meet the objectives.
2. Develop a plan for outcome evaluation and record it on the worksheet. This should include information about how much you have increased your skills during the individual staff development activity.
3. Develop a follow-up plan for your individual staff development activity. This should include information about how you will evaluate your skill improvement several months after you have completed the activity.

Worksheet

Individual Staff Development Evaluation Plan

Competency _____

1. Process Evaluation Plan--evaluation of the effectiveness of your individual staff development activities

2. Outcome Evaluation Plan- evaluation of the extent to which you have improved your skills related to the competency

3. Follow-up Evaluation Plan--evaluation of the extent to which you have maintained your improved skills several months after you have completed the activity.

INDIVIDUAL FEEDBACK

Check to see if you have followed basic evaluation principles in developing your Individual Staff Development Evaluation Plan.

Review your worksheet Individual Staff Development Evaluation Plan to be sure of the following:

1. You have developed evaluation activities that will provide process, outcome, and follow-up information. They should be specific and ready to use during your individual staff development activity.
2. You are prepared to share your evaluation activities with a partner during the group activity.

GROUP ACTIVITY

Work with another participant to critique each other's Individual Staff Development Evaluation Plan and revise your own plan based on the critique.

Note: The following outline is to be used by the workshop facilitator.

Facilitator's Outline	Notes
A. Starting Point	
1. Tell the participants that for this activity they will work in pairs.	If necessary, participants can work in groups of three.
2. Have them select a partner for the activity.	Try to use the same pairs which were used in Learning Experience 5.
3. Have participants complete the Individual Activity.	
B. Sharing Information	
1. Have one partner share his or her evaluation plan with the other person.	Circulate to be sure that the participants are designing specific evaluation procedures (e.g., test items, questionnaires, interview questions, behavior samples, etc.).
2. Have the partner critique the evaluation plan and give suggestions about how to improve the plan.	
3. Have the pairs reverse roles.	

Facilitator's Outline	Notes
C. Revising Evaluation Plans 1. Have partners revise their evaluation plans based on the feedback they have received from their partner. 2. Have partners exchange their revised plans for review. D. Feedback 1. Review the participants' revised plans. 2. Review the four types of evaluation including (a) pretest, (b) process, (c) outcome, and (d) follow-up. 3. Stress the idea that these types of evaluation are needed in both individualized and group staff development programs.	

NOTES

PARTICIPANT SELF-ASSESSMENT QUESTIONNAIRE

1 Name (Optional) _____ 3 Date _____

2 Position Title _____ 4 Module Number _____

Agency Setting (Circle the appropriate number)

6 Elementary School
7 Secondary School
8 Postsecondary School
9 College/University
10 JTPA
11 Veterans
12 Church
13 Corrections
14 Youth Services
15 Business/Industry Management
16 Business/Industry Labor
17 Parent Group
18 Municipal Office
19 Service Organization
20 State Government
21 Other

Workshop Topics	PREWORKSHOP NEED FOR TRAINING *Degree of Need* (circle one for each workshop topic)					POSTWORKSHOP MASTERY OF TOPICS *Degree of Mastery* (circle one for each workshop topic)				
	None	Slight	Some	Much	Very Much	Not Taught	Little	Some	Good	Outstanding
1 Identifying specific competencies which are important to you in your current job position	0	1	2	3	4	0	1	2	3	4
2 Developing a list of competencies needed by your staff in implementing a comprehensive career guidance program	0	1	2	3	4	0	1	2	3	4
3 Identifying competencies for which you have a high need for training	0	1	2	3	4	0	1	2	3	4
4 Developing a group list of competencies which are high need for training	0	1	2	3	4	0	1	2	3	4
5 Identifying sources of staff development which are available to your program	0	1	2	3	4	0	1	2	3	4
6 Developing a comprehensive group list of staff development resources	0	1	2	3	4	0	1	2	3	4
7 Working individually to develop a staff development plan for a selected competency	0	1	2	3	4	0	1	2	3	4
8 Working in the group to elaborate upon a staff development plan for a selected competency	0	1	2	3	4	0	1	2	3	4
9 Developing an individualized staff development plan for a competency which you have selected	0	1	2	3	4	0	1	2	3	4
10 Working with a partner to receive feedback about and revise your individual staff development plan	0	1	2	3	4	0	1	2	3	4

11 Developing an evaluation plan for your individualized staff development plan	0 1 2 3 4	0 1 2 3 4
12 Working with a partner to receive feedback about and revise your evaluation plan	0 1 2 3 4	0 1 2 3 4
Overall Assessment on Topic of Conduct Staff Development Activities	0 1 2 3 4	0 1 2 3 4

Comments:

Trainer's Assessment Questionnaire

Trainer _____ Date _____ Module Number _____

Title of Module _____

Training Time to Complete Workshop _____ hrs. _____ min

Participant Characteristics

Number in Group _____ Number of Males _____ Number of Females _____

Distribution by Position

_____ Elementary School	_____ Youth Services
_____ Secondary School	_____ Business/Industry Management
_____ Postsecondary School	_____ Business/Industry Labor
_____ College/University	_____ Parent Group
_____ JTPA	_____ Municipal Office
_____ Veterans	_____ Service Organization
_____ Church	_____ State Government
_____ Corrections	_____ Other

PART I

WORKSHOP CHARACTERISTICS—Instructions: Please provide any comments on the methods and materials used, both those contained in the module and others that are not listed. Also provide any comments concerning your overall reaction to the materials, learners' participation or any other positive or negative factors that could have affected the achievement of the module's purpose.

1. *Methods:* (Compare to those suggested in Facilitator's Outline)

2. *Materials:* (Compare to those suggested in Facilitator's Outline)

3. *Reaction:* (Participant reaction to content and activities)

PART II

WORKSHOP IMPACT—Instructions: Use Performance Indicators to judge degree of mastery. (Complete responses for all activities. Those that you did not teach would receive 0.)

	Group's Degree of Mastery				
	Not Taught	Little (25% or less)	Some (26%-50%)	Good (51%-75%)	Outstanding (over 75%)
	Note: Circle the number that best reflects your opinion of group mastery				
Learning Experience 1					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 2					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 3					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 4					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 5					
Group	0	1	2	3	4
Individual	0	1	2	3	4
Learning Experience 6					
Group	0	1	2	3	4
Individual	0	1	2	3	4

Code:

Little: With no concern for time or circumstances within training setting if it appears that less than 25% of the learners achieved what was intended to be achieved.

Some: With no concern for time or circumstances within the training setting if it appears that less than close to half of the learners achieved the learning experience.

Good: With no concern for time or circumstances within the training setting if it appears that 50%-75% have achieved as expected.

Outstanding: If more than 75% of learners mastered the content as expected.

PART III

SUMMARY DATA SHEET—Instructions: In order to gain an overall idea as to mastery impact achieved across the Learning Experiences taught, complete the following tabulation. Transfer the number for the degree of mastery on each Learning Experience (i.e., group and individual) from the Workshop Impact form to the columns below. Add the subtotals to obtain your total module score.

GROUP		INDIVIDUAL	
Learning Experience		Learning Experience	
1 = score (1-4)	_____	1 = score (1-4)	_____
2 = score (1-4)	_____	2 = score (1-4)	_____
3 = score (1-4)	_____	3 = score (1-4)	_____
4 = score (1-4)	_____	4 = score (1-4)	_____
5 = score (1-4)	_____	5 = score (1-4)	_____
6 = score (1-4)	_____	6 = score (1-4)	_____
Total (add up)	_____	Total (add up)	_____

Total of the GROUP learning experience scores and INDIVIDUAL learning experience scores = _____ Actual Total Score _____ Compared to Maximum Total* _____

*Maximum total is the number of learning experiences taught times four (4).

Performance Indicators

As you conduct the workshop component of this training module, the facilitator's outline will suggest individual or group activities that require written or oral responses. The following list of **performance indicators** will assist you in assessing the quality of the participants' work.

Module Title: *Conduct Staff Development Activities*

Module Number: CG B-4

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 1 List career guidance competencies needed by team's program staff to implement a comprehensive career guidance program	1. Is the list comprehensive? 2. Did the group select competencies from existing competency lists? 3. Did the group add new competencies which are important for their program? 4. Do the group members agree with the competency list?
Group Activity Number 2 Develop a list of competencies for which training is needed	1. Has the group completed the handout Summary of Training Needs? 2. Were all individual participants' ratings considered when completing the training summary form? 3. Are the training needs summarized as (a) no need, (b) individual need, and (c) group need?
Group Activity Number 3 Develop a list of staff development sources which are available to the team's program	1. Is there a master list of resources? 2. Are specific sources listed for each of the nine source categories? 3. Can the team confirm the availability of the sources?

Group Learning Activity	Performance Indicators to Be Used for Learner Assessment
Group Activity Number 4: Develop a staff development plan for one competency	1. Does the group have a plan? 2. Does the plan describe a goal, objectives, procedures, and evaluation? 3. Is the plan specific enough to guide the staff development activity?
Group Activity Number 5: Develop revised Individual Staff Development Plan	1. Has the individual plan been revised? 2. Does the revised plan contain a goal, objectives, target date, learning activities, references and resources, equipment and materials, and evaluation? 3. Does the participant feel comfortable with the plan? 4. Is the plan complete enough to be followed?
Group Activity Number 6: Develop a revised evaluation plan for an Individual Staff Development Plan	1. Has the evaluation plan been revised? 2. Does it include process, outcomes and follow-up evaluation procedures? 3. Are the procedures stated clearly enough to be used without further development?

NOTES

REFERENCES

California Pilot Career Guidance Center. *Career Competency Survey*. San Diego, CA: San Diego Department of Education, 1974.

Michigan Department of Education. *Career Education Planning District Manual* (draft). Lansing, MI: Michigan Department of Education, 1977.

Pupil Personnel Services. *A Planning Model for Developing a Career Guidance Curriculum*. Sacramento, CA: California State Department of Education, 1978.

ADDITIONAL RESOURCES

Developing and Conducting In-Service Programs. Al Stiller. National Consortium on Competency-Based Staff Development. American Institutes for Research. Palo Alto, California 94302. 1978. Cost $3.20.

This document is directed toward individuals responsible for providing inservice programs for career guidance personnel. It is designed to assist persons in increasing their understanding of the stages, activities, and issues involved in developing an inservice program and the competencies required. The publication addresses the principles of an inservice program and three stages in the development of an inservice program--problem identification, program development, and conducting the inservice program. Activities are dispersed throughout the publication to aid the reader in obtaining the necessary skills.

Planning, Conducting, and Evaluating Workshops. Larry Nolan Davis and Earl McCalhon. Learning Concepts. 2501 N. Lamar. Austin, Texas 78705. 1974. Cost $16.95.

This book is a complete guide on how to put together a workshop. It is divided into three main parts. The first part, Planning the Workshop, deals with assessing needs, specifying learning objectives, selecting resources, designing learning activities, budgeting, making arrangements, rehearsing, and packing. The second part, Conducting the Workshop, covers setting up, setting the learning climate, agreeing on objectives, directing learning activities, and closing shop. The third part pertains to evaluating the workshop. Throughout the book there are worksheets, and *Planning, Conducting, Evaluating Workshops: A Manager's Guide to Staff Development*, which very briefly presents major points found in the larger document.

Staff Development: A Procedural Guide for the Development and Implementation of a Competency-Based Training Program for Faculty and Staff. Valija Axelrod, Harry N. Drier, Karen S. Kimmel, Mary Korfhage, and Karin S. Whitson. The National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210. 1977. Cost $2.18.

This handbook was developed in response to the need for direction in planning and conducting inservice education programs. It is intended primarily for those individuals responsible for the staff development element of a guidance program. Topics covered in the handbook include: planning, conducting, and evaluating staff development workshops; inservice program activities; various workable inservice ideas. Also described in the handbook are a set of career guidance program staff competency statements, a staff assessment survey, a sample staff development planning guide, and other practical tools. The primary target audience of the handbook is rural school personnel, but the concepts presented are applicable to other settings.

Staff Development in Career Guidance: A Facilitator's Handbook. Geoffrey L. Mack, Warren C. Bonney and John C. Dagley. Department of Counseling and Human Development Services, College of Education, University of Georgia, Athens, Georgia, 1976.

The focus of this handbook is on helping prospective group leaders prepare for their staff development activities in career guidance by reviewing some basic principles of group dynamics and group procedures. The document is designed to serve as an overview to be read by individual workshop leaders and perhaps to be discussed with others prior to the implementation of a comprehensive staff development program. The handbook should be helpful to persons who want to increase their competence and confidence in group leadership.

KEY PROJECT STAFF

The Competency-Based Career Guidance Module Series was developed by a consortium of agencies. The following list represents key staff in each agency that worked on the project over a five-year period.

The National Center for Research in Vocational Education

Harry N. Drier ..... Consortium Director
Robert E. Campbell ..... Project Director
Linda A. Pfister ..... Former Project Director
Robert Bhaerman ..... Research Specialist
Karen Kimmel Boyle ..... Program Associate
Fred Williams ..... Program Associate

American Institutes for Research

G. Brian Jones ..... Project Director
Linda Phillips-Jones ..... Associate Project Director
Jack Hamilton ..... Associate Project Director

University of Missouri-Columbia

Norman C. Gysbers ..... Project Director

American Association for Counseling and Development

Jane Howard Jasper ..... Former Project Director

American Vocational Association

Wayne LeRoy ..... Former Project Director
Roni Posner ..... Former Project Director

U.S. Department of Education, Office of Adult and Vocational Education

David Pritchard ..... Project Officer
Holli Condon ..... Project Officer

A number of national leaders representing a variety of agencies and organizations added their expertise to the project as members of national panels of experts. These leaders were--

Ms. Grace Basinger
Past President
National Parent-Teacher Association

Dr. Frank Bowe
Former Executive Director

Ms. Jane Razeghi
Education Coordinator
American Coalition of Citizens with Disabilities

Mr. Robert L. Craig
Vice President
Government and Public Affairs
American Society for Training and Development

Dr. Walter Davis
Director of Education
AFL-CIO

Dr. Richard DiEugenio
Senior Legislative Associate
(representing Congressman Bill Goodling)
House Education and Labor Committee

Mr. Oscar Gjernes
Administrator (Retired)
U.S. Department of Labor
Division of Employment and Training

Dr. Robert W. Glover
Director and Chairperson
Federal Committee on Apprenticeship
The University of Texas at Austin

Dr. Jo Hayslip
Director of Planning and Development in Vocational Rehabilitation
New Hampshire State Department of Education

Mrs. Madeleine Hemmings
National Alliance for Business

Dr. Edwin Herr
Counselor Educator
Pennsylvania State University

Dr. Elaine House
Professor Emeritus
Rutgers University

Dr. David Lacey
Vice President
Personnel Planning and Business Integration
CIGNA Corporation

Dr. Howard A. Matthews
Assistant Staff Director
Education (representing Senator Orin G. Hatch)
Committee on Labor and Human Resources

Dr. Lee McMurrin
Superintendent
Milwaukee Public Schools

Ms. Nanine Meiklejohn
Assistant Director of Legislation
American Federation of State, County, and Municipal Employees

Dr. Joseph D. Mills
State Director of Vocational Education
Florida Department of Education

Dr. Jack Myers
Director of Health Policy Study and Private Sector Initiative Study
American Enterprise Institute

Mr. Reid Rundell
Director of Personnel Development
General Motors Corporation

Mrs. Dorothy Shields
Education
American Federation of Labor/Congress of Industrial Organizations

Dr. Barbara Thompson
Former State Superintendent
Wisconsin Department of Public Instruction

Ms. Joan Wills
Director
Employment and Training Division
National Governors' Association

Honorable Chalmers P. Wylie
Congressman/Ohio
U.S. Congress

Developed By

THE NATIONAL CENTER
FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD, COLUMBUS, OHIO 43210

Competency-Based Career Guidance Modules

CATEGORY A: GUIDANCE PROGRAM PLANNING

- A-1 Identify and Plan for Guidance Program Change
- A-2 Organize Guidance Program Development Team
- A-3 Collaborate with the Community
- A-4 Establish a Career Development Theory
- A-5 Build a Guidance Program Planning Model
- A-6 Determine Client and Environmental Needs

CATEGORY B: SUPPORTING

- B-1 Influence Legislation
- B-2 Write Proposals
- B-3 Improve Public Relations and Community Involvement
- B-4 Conduct Staff Development Activities
- B-5 Use and Comply with Administrative Mechanisms

CATEGORY C: IMPLEMENTING

- C-1 Counsel Individuals and Groups
- C-2 Tutor Clients
- C-3 Conduct Computerized Guidance
- C-4 Infuse Curriculum-Based Guidance
- C-5 Coordinate Career Resource Centers
- C-6 Promote Home-Based Guidance
- C-7 Develop a Work Experience Program
- C-8 Provide for Employability Skill Development
- C-9 Provide for the Basic Skills
- C-10 Conduct Placement and Referral Activities
- C-11 Facilitate Follow-through and Follow-up
- C-12 Create and Use an Individual Career Development Plan
- C-13 Provide Career Guidance to Girls and Women
- C-14 Enhance Understanding of Individuals with Disabilities
- C-15 Help Ethnic Minorities with Career Guidance
- C-16 Meet Initial Guidance Needs of Older Adults
- C-17 Promote Equity and Client Advocacy
- C-18 Assist Clients with Equity Rights and Responsibilities
- C-19 Develop Ethical and Legal Standards

CATEGORY D: OPERATING

- D-1 Ensure Program Operations
- D-2 Aid Professional Growth

CATEGORY E: EVALUATING

- E-1 Evaluate Guidance Activities
- E-2 Communicate and Use Evaluation-Based Decisions

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